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Security Information

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NO CHANGE in Class. ☐

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Class. CHANGED TO: TS S (C)

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20 July 1953

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MEMORANDUM FOR: Director of Training

SUBJECT: Student Evaluation in BIC (CS)

1. Introductory

The following comments and recommendations are presented after a number of meetings of the instructional staff of BIC (CS). The calling of these meetings was dictated by a general feeling of dissatisfaction with the method of presenting student evaluations on the present evaluation form. Inherent in the discussions was the following purpose: to develop tests and problems designed to give the instructors in BIC (CS) an opportunity to evaluate the functional knowledge of the student acquired during attendance in the course.

2. In arriving at the recommendations on page 2, four basic considerations governed the thinking of the staff of BIC (CS) in all discussions.

- (1) Evaluation is vital in determining a student's future in the Agency.
- (2) Evaluation of the student should be presented in such a way that the consumer may read it quickly and comprehend at once what is meant by items on the evaluation form.
- (3) Since the students in BIC (CS) have a variety of assignments and since achievement in a given element might carry significance, the evaluation should show what was achieved in each element of the course and should make clear what each element is. (See paragraph 3 under Recommendations.)
- (4) Individual comment concerning the student, wherever individual traits are observable, should supplement the adjectival evaluation.

3. During the period since the schedule for BIC (CS) No. 1 was drawn up, experience gained has dictated many changes in the structure of the course, in the lectures and reading material, and in the manner of arriving at a meaningful evaluation of the student. Further changes are anticipated if further experience proves that

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the student is not getting maximum opportunity to meet the objectives of the course or if the evaluation of the student does not represent his functional knowledge of the material presented.

4. Recommendations

- (1) It is recommended that the student's achievement as reported on the evaluation form be represented by adjectival designations only, supplemented by comment wherever observed traits or characteristics can be noted.
- (2) Since an explanation of the adjectival ratings should help the consumer, it is recommended that the following items appear on the form:

Superior - The student showed outstanding competence in detailed knowledge of the element reported.

Excellent - The student showed a high degree of competence in his general knowledge of the element reported.

Satisfactory - The student demonstrated a general understanding of the basic concepts underlying the element reported.

Poor - The student demonstrated a limited knowledge of the rudiments of the element reported.

Fail - The student demonstrated a lack of understanding of the element reported.

- (3) It is recommended that an over-all grade be eliminated and that each element on which an evaluation can be secured be evaluated separately. In the future there will be two major elements reportable, Basic Intelligence and Communism; however, since within Basic Intelligence there will be three units on which an independent grade can be reported, it is further recommended that the evaluation take the following form:

<u>Subject</u>	<u>Grade</u>
Basic Intelligence	
Objective test on reading and on one week of lectures.	Satisfactory
Written Problem: Analysis and flow of information.	Superior
Written Problem: Flow of information and analysis and synthesis of intelligence.	Excellent
Communism	
Objective test on reading and on one week of lectures.	Superior

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5. Appended are a history of changes effected for the purpose of arriving at a meaningful evaluation, and a copy of the schedule for BIC (CS) No. 3.



Chief Instructor, BIC (CS)

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History of Changes in BIC (CS)

BIC (CS) No. 1

The testing program in BIC (CS) No. 1 was, by necessity, an expedient. In the field of Basic Intelligence no experience was available, since the materials were largely new to the staff. Coupled with this fact, scripts were not available covering the material presented by a large number of visiting lecturers. Consequently, the series of three short tests administered periodically and covering the materials presented were in many cases constructed by the staff as the lecturer talked. In spite of these obstacles, adequate tests were given. The Test on Communism administered during this same period in general consisted of questions which had been validated by item analyses in the BOC era. The Test on Security was made up largely of questions used during the BOC days; however, it was a test on a lecture and a reading of the Security Manual, not a test of security consciousness, the important factor in the Agency. (See program for BIC (CS) No. 3 below.)

BIC (CS) No. 2

As a result of experience gained from the first presentation of the course, the following changes were made for BIC (CS) No. 2:

- a. The series of three objective tests was supplemented by a problem which required a written paper from the student. This paper was valuable in determining the student evaluation, since it necessitated his going through the processes of analysis and synthesis and resulted in his applying to a synthetic situation the knowledge he had gained during the first two weeks.
- b. Three seminars were introduced in which the instructors were given an opportunity in group discussion to observe the student closely.
- c. The Test on Communism was revised in part, and questions were added which covered new lectures added to the course.
- d. The Test on Security went through minor revision. (See program for BIC (CS) No. 3 below.)

BIC (CS) No. 3

Experience gained through BIC (CS) No. 1 and BIC (CS) No. 2 has dictated that the instructional staff make the following changes in the elements which will be the basis for student evaluations:

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1. Basic Intelligence

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- a. One short answer, completion type test will be administered, covering the factual information in the lectures.
 - b. Two problems will be presented, each of which will be the basis for a written paper. Each paper, because it demands of the student analysis, synthesis, and a rather thorough knowledge of the flow of intelligence, will be extremely valuable in testing his functional knowledge.
 - c. Three seminars are scheduled, two of which are directly concerned with the problems which serve as a basis for written papers. These seminars will give the instructor an opportunity to observe the traits of individual members of the class and will serve as a basis for comment on the evaluation form.
2. The Test on Communism has been revised and in this class will be supplemented by a seminar in which the work of the week may be synthesized; since the seminar is in the form of an interview problem, the instructor will again have an opportunity to evaluate the student's functional knowledge of the material presented.
3. The Test on Security
With the approval of the evaluation in Security has been eliminated as a reportable item. The elimination of this evaluation in no way implies future lack of emphasis on security; however, since the evaluation is based on an objective test covering two lectures and the reading of the Security Manual, the achievement recorded in no way measures security consciousness, the important factor in the Agency. As a part of a person's permanent record this evaluation may be misleading and work a disservice on the individual concerned. Since security is an integral part of the introduction to basic intelligence, questions on security are being incorporated into the objective test on Basic Intelligence.

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